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ABSTRACT

This paper presents findings of a study that assessed the implementation of Total Quality Schooling (TQS) using a concerns-based model in an Ohio school district. The Stages of Concern Questionnaire (SoC) was sent to all faculty, staff, and administrators in the district to identify employees' concerns, attitudes and perceptions about the program. A total of 588 out of 900 questionnaires were returned, a 65 percent response rate. Overall, employees expressed concerns that identified them as nonusers of TQS. They were aware of and had concerns about the nature of TQS. Respondents expressed great personal concerns, especially those related to status, reward, and potential effects on respondents. Other concerns included the degree of cooperation required and the nature of others' participation in TQS. All groups expressed a low degree of concern for student consequences. The data indicate that the district was in the early stages of implementation. It is recommended that the district: (1) focus inservice training on the tangible application of TQS; (2) increase employees' understanding of the customers and effects of the program on them; (3) make personnel participation voluntary; (4) give participants flexibility in interpreting and applying the program; (5) use a small pilot group to facilitate change; and (6) use the SoC Questionnaire to conduct continuous assessment. Fifteen figures are included. Contains six references. (LMI)

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TOTAL QUALITY SCHOOLS IMPLEMENTATION EVALUATION:

A Concerns-based Approach

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Total Quality Schools Implementation Evaluation: A Concerns-based Approach

EXECUTIVE SUMMARY

Background.

Total Quality Schooling (TQS) is a comprehensive innovation based upon a transformation process. Successful innovation and change are dependent upon implementation, which is greatly affected by the concerns of the individuals involved. Because TQS emphasizes the involvement of <u>all</u> individuals, <u>all</u> individuals' concerns reflect the success of the implementation. This was the rationale for the current evaluation study.

Research on educational transformation permits us to make some assumptions about the implementation transformation processes. Educational transformation is a process, not an event, and places personal demands on all individuals involved in the institution. Those demands include learning new ways of thinking and doing in the organization. The psychological dynamics affect how people interact with members of the organization, which arouse personal feelings and perceptions referred to as concerns. The type and intensity of those concerns influence the effectiveness of the implementation and the acceptance of the transformation effort. The present study assessed the implementation of an educational transformation, Total Quality Schooling, using a concerns-based evaluation model.

Procedures.

The Stages of Concerns Questionnaire (SoC), derived from the concerns-based evaluation model, was used as the instrument for collection of district-wide data on total employee concerns, attitudes and perceptions. The SoC was distributed to all faculty, staff and administrators of Berea City School District. A total of 588 out of 900 (65%) regular full and parttime employees returned questionnaires.

The evaluation study determined the concerns expressed by individuals as they engage in the learning and use of Total Quality Schooling. The concerns of those learning the process of major transformation are good indicators of the effectiveness of the implementation and suggest areas where guidance and support are necessary. The types and intensities of the concerns appear in a predictable pattern. As individuals move from unawareness and nonuse of an innovation into beginning use and more highly sophisticated use, it is hypothesized that their concerns, plotted over time, should exhibit the form of a progressive wave motion. The results of the analysis were profiles which graphically

depict the development.

Results.

The general type and intensity of concerns found for the total district respondents were those of a nonuser of TQS. The respondents were aware of and had concerns about the nature of TQS. They were concerned about having more descriptive information, i.e., what TQS is, what it will do and what use it would involve. And there was evidence (more for Administration, Maintenance and Central Office than other groups) of high personal concerns, where orientation is toward self and the uncertainties of TQS. Specifically, status, reward and potential effects on the respondents were of great concern. For all, but more for Administration, Maintenance and Clerical, there was a premature concern with the cooperation necessary for and the nature of others' involvement in TQS. A similar pattern was evident for the Central Office location group. Finally, all groups reported low or very low concerns for the consequences of TQS on students.

Conclusions.

The awareness of TQS, concern for what TQS is and what the use of TQS entails and the personal affects of TQS exemplify nonusers. This suggests that the district is in the early stages of the implementation cycle and as yet has many individuals somewhat ignorant of the TQS initiative.

District personnel were at a stage that reflects concern common to nonusers. They were still not attending to TQS thoroughly, they wanted more substantive information, and they were preoccupied by self-orientations. The next shift in growth should be from personal to management concerns. The hypothetical individual might then say, "I know enough about TQS now, but I am concerned about how it will affect me, how will I find the time to learn and organize all of this, will I be able to manage this new effort and still meet my responsibilities?"

Recommendations.

1. The principles of total quality rely heavily on psychological theory. Cognitive psychology tells us the importance of success at concrete learning tasks prior to expecting success at abstract learning tasks. Furthermore, some research indicates staff development and implementation support should begin with more emphasis on the "how to do it" and delay concentrated presentations of theory for more experienced users.

   Inservice should focus on the application of TQS so that individuals may see some examples of tangible success with TQS, rather than the more abstract principles, which were part of the introduction to TQS.

2. As part of the move to better applications, understanding who the customers are and how TQS relates to them is necessary.
3. To assuage the personal concerns, participation in TQS efforts should be voluntary.
4. Sensitivity to mutual adaptation may be most important, i.e., there is no one way to adapt a transformation process. The participants must be given opportunities to interpret and apply TQS to the unique needs of their work unit, to their personal needs, and to their customers' needs.
5. The "cascade concept" of training, where a small pilot group gets intense, continuous guidance in TQS is an effective strategy. This group becomes the showcase and later, members may act as facilitators for other groups.
6. Finally, continued use of the Stages of Concerns instrument at annual junctures would model the total quality principle of continuous assessment of progress.

Total Quality Schools Implementation Evaluation: A Concerns-based Approach

INTRODUCTION

The Concept.

Total Quality Schooling or TQS is a derivative of Total Quality Management. TQS is a continuous process improvement activity that involves <u>everyone</u> in the organization in a totally integrated effort toward improving performance at every level. The focus is on improving quality of service, reducing cost, improving scheduling, constantly focusing on the mission, and encouraging learning throughout the organization. All activities are oriented toward the goal of increased customer satisfaction. The ultimate customers are students and parents. But in the broad definition of customers, all those served by the organization are customers as well, including staff and community.

The entire process is designed to develop open communication to emphasize a <u>system</u> working together for the betterment of students.

The Program Objectives.

1. Understand the concepts of Total Quality Schooling.
2. Understand the change process from traditional education and quality learning.
3. Understand how to restructure the district by applying Deming's Leadership Theories.
4. Create a shared "vision" for the district.
5. Assess your needs regarding a Total Quality Schools initiative.

Implementation Design.

A designated Facilitator will lead training-group discussions with students, teachers, parents and the rest of the district community. Through the training each school and organizational area will develop a strategic plan to recognize their strengths and look at their concerns.

THEORETICAL PERSPECTIVE

From 1974-77 the Rand Corporation (1975) undertook a major study of federally funded programs that introduced and spread innovative practices in public schools. They identified three phases in the transformation process: initiation, implementation and incorporation.

The initiation stage occurs when local school officials conceive and formulate plans, seek resources, and make decisions about which projects they should support.

The implementation stage was determined to be crucial. At this juncture, the district confronts the reality of its setting and the innovation plans must be translated into practice.

The incorporation stage was used to denote the final stage of the innovation. Here the innovation no longer is a special project, but becomes part of routine behavior in the district.

A major contribution of the Rand researchers was to identify the importance of effective implementation to ensure the planned transformation in a school district. The highlight of implementation is what they called mutual adaptation. This is a process where the innovation is adapted to the particular organizational setting of the district, school or classroom. Concurrently, the organization and its members must adapt to the demands of the innovation. They determined this process to be the key to successful transformation, because no two settings or its members are similar enough to permit identical translation of implementation strategies.

Implicit in the implementation stage of innovation are the demands placed upon staff, teachers and administrators. "Individuals must alter their ways of thinking and doing. It is a process of developing new skills and, above all, of finding meaning and satisfaction in new ways of doing things." (Fullan, 1985, p. 396).

Thus, as with the tenets of TQS, it is necessary to understand the psychological dynamics and interactions occurring among individuals in schools as they experience transformation. The work of Hall and others served to elucidate the intense personal nature of transformation in educational institutions (cf. Hall and Loucks, 1978).

Personal Concerns.

Hall and Loucks' work focused on the concerns expressed by individuals as they engage in the learning and use of major innovations in educational institutions. Their work resulted in a model called the Concerns-based Adoption Model or CBAM. The assumption of CBAM, similar to TQS, rests on the conviction that organizations cannot change until the individuals within them change. Further, because transformation is brought about by individuals, their personal satisfactions, frustrations, concerns, motivations, and perceptions play an important part in the success or failure of the transformation. Finally, the change process for individuals is developmental. That is, various stages in their perceptions and feelings are experienced in a somewhat predictable pattern, where one stage is experienced before the next higher stage.

In summary, "the process of change is a personal experience for each individual involved in it. Everyone approaching a change...will have certain perceptions, feelings, motivations, frustrations, and satisfactions about the process" (Hall and Loucks, 1978, p. 39).

Concerns Instrument.

Hall, George and Rutherford (1986) summarized the nature of concern raised by some external demand. "The composite representation of the feelings, preoccupation, thought and consideration given to a particular issue or task is called a concern. The mental activity composed of questioning, analyzing and re-analyzing, considering alternative actions and reactions, and anticipating consequences is concern. An aroused state of personal feelings and thought about a demand as it is perceived is concern" (Hall et al., p. 5).

Furthermore the intensity of the arousal will depend on the person's past experiences and associations with the subject of the demand. Close involvement is likely to mean more intense concern. It is the person's *perceptions* that stimulate concerns, not necessarily the reality of the situation.

Types of Concern. Depending on the closeness to and involvement with an innovation, one's concerns will be different in type as well as in intensity. There appears to be a predictable pattern to the movement of intensity of concern across types. Certain types of concern will be more intense, then less intense, before arousal of other types will occur.

These types are called stages and appear to develop from *unrelated*, to *self*, to *task* and finally to *impact* concern. The intent of knowing the stages of concern is not to change or reduce them, that may be impossible and even unethical. However, knowing the stage of concern will permit an estimate of how far along people are in accepting and adopting an innovation. The more they are concerned with the task or the impact of the innovation, the more they understand and are prepared to implement the innovation.

From the concept of concerns-based adoption model of innovation, a questionnaire was developed (Hall et al., 1986). The Stages of Concern Questionnaire (SoC) measures concern at eight developmental levels. They are as follows:

Stage 0 is **Awareness**, which suggests little concern or involvement.
Stage 1 is **Informational**, which indicates a person is interest in learning more detail.
Stage 2 is **Personal.** At this stage a person is concerned more about the affect the innovation will have on self,

and financial or status implications.

Stage 3 is **Management**, where attention is focused on the processes and tasks of using the innovation, e.g., organizing, scheduling and time demands are of the utmost.

Stage 4 is **Consequence.** Here the impact of the innovation on students is relevant, including affect of the innovation on performance and competencies.

Stage 5 is **Collaboration**, where cooperation with others regarding the use of the innovation is important.

Stage 6 is **Refocusing.** This stage reflects an advanced level of concern, where interest is in the long term benefits of the innovation and the possibility of modifying the innovation to suit future needs.

Recent research on professionals who received innovative training on early educational intervention supported the concerns based adoption model's assumptions and SoC instrument (Bailey and Palsha, 1992).

EVALUATION PROCEDURES

Overview.

Total Quality Schooling is a comprehensive innovation based upon a transformation process. As outlined earlier, successful innovation and change are dependent upon implementation, which is greatly affected by the concerns of the individuals involved. Because TQS emphasizes the involvement of <u>all</u> individuals, <u>all</u> individuals' concerns reflect the success of the implementation. This was the rationale for the current evaluation study.

The SoC Questionnaire was used as the instrument for collection of district-wide data on total employee concerns, attitudes and perceptions. The SoC was distributed to all faculty, staff and administrators of Berea City School District. The raw data were transformed into percentiles derived from a large norm group in education which underwent innovation and change. The norm group was followed over time so that the instrument would validly reflect developmental changes in concerns and attitudes. The percentiles are referred to as relative concerns intensity or relative intensity.

The goal of this evaluation study was to determine the concerns expressed by individuals as they engage in the learning and use of Total Quality Schooling. The concerns of those learning the process of major transformation are good indicators of the effectiveness of the implementation and suggest areas where guidance and

support are necessary. The types and intensities of the concerns appear in a predictable pattern. As individuals move from unawareness and nonuse of an innovation into beginning use and more highly sophisticated use, it is hypothesized that their concerns, plotted over time, should exhibit the form of a progressive wave motion. The result is a profile which graphically depicts the development.

Analysis.

Figure 1 illustrates the hypothetical development of concerns. Starting from the left of the Figure is the first profile line of a *Nonuser*. This is a normal, interested group who is somewhat aware of and concerned about the innovation (Aware) and is interested in learning more about the innovation from a positive, proactive point of view (Inform). The second profile line is of the Inexperienced User (*Inexp*) The group is becoming more concerned with the affects of the innovation on their personal well being (Pers) and the impact of the innovation on students (Students). However, most focus is on logistics, time, scheduling and other management concerns (Mgt). The third profile, identifying the Experienced User (*Exp*), illustrates the group's continued concern for student consequences (Students) of the innovation, but most focus is on working with others (Collab) in relation to the transformation. The last profile is that of the Renewing User (*Renew*). Concerns at this stage are with other ideas about the innovation and how these ideas might be put into practice or at least tried out. They understand the transformation well and wish to move on to applications and modifications.

Profiles. To understand the effectiveness of the TQS implementation to date, the concerns intensity was analyzed according primary type of work and primary location of that work. This was done to determine areas where more information, guidance or support are necessary as TQS staff development continues. For each category of work and location a profile analysis was performed. A profile was created by computing the mean relative intensity (a percentile) of the concerns for the individuals within each category. These means were then plotted across each of the seven stages of concerns.

The mean is a single measure of central tendency. As such it masks the variation in individual intensities. To represent the variation, boundaries or limits are placed around the mean. The boundary indicates that if any category of respondent is selected again to respond to the questionnaire, the vast majority of their subsequent responses would fall within the upper and lower limit. Another way to look at the limits is as an estimate of

variation in respondents' data within the group.

The profiles were compared to the Hypothetical Development Profile (Figure 1) and analyzed for other characteristic patterns. The following sections contain the results of these analyses.

RESULTS AND DISCUSSION

Primary Work Responsibility Profiles.

A total of 588 out of 900 (65.3%) regular full and parttime school employees returned the questionnaire. Each respondent selected the category of their primary work responsibility from a list of nine choices. The categories and, in parentheses, the number who chose that category are: Aide\Associate (43), Administration (33), Clerical (27), Custodial (10), Food Service (9), Instruction (321), Maintenance (10), Pupil Services (31), Transportation (82).

Aide\Associate. Figure 2 illustrates nonuser profile of concerns toward TQS for the 43 respondents categorizing their primary work responsibility as an aide or associate. The first three stages, Awareness, Informational, Personal were the highest intensity. The Collaborative Stage showed a definite peak in intensity. The respondents lowest concerns were on refocusing TQS and on its consequences for students.

Administration. Figure 3 illustrates the profile for the 33 individuals who classified themselves as primarily administrators. Their high stages were Informational and Personal. The Collaborative Stage was unusually high. The Administrative group was interested in learning more about TQS in general and concerned about the affect on their personal well being. They expressed high concerns about knowing what others are doing and how they could coordinate their efforts with others. Their lowest concerns were with the effect of TQS on students.

As administrators who facilitate people and manage groups, it is not surprising to find high concerns in the stage related to cooperation and working with others. Yet the high concerns at the Personal Stage suggest less ability, at present, to look at the transformation objectively.

Clerical. Figure 4 illustrates the profile of the 27 respondents who classified themselves as clerical. The Awareness Stage was the highest concern, followed by Informational and Personal. This is a typical nonuser profile. However, there is a high peak at the Collaborative Stage, suggesting concern about how they can work with others and what others are doing. The lowest level of concern was with the effect of TQS on students.

Custodial. Figure 5 illustrates the profile of 10

respondents who classified their work as primarily custodial. That profile also reflected a nonuser group with greatest concerns at the Awareness Stage and a slight peak of concern on the Refocusing Stage. A peak at this stage suggests that the group has concerns about other ideas or approaches that have more merit than TQS. The lowest level of concern was the impact that TQS would have on students.

Food Service. Figure 6 illustrates the profile of 9 respondents who classified their work as primarily food service. Their profile represents a nonuser group with greatest concerns at the Awareness Stage. Again, concern for student consequences of TQS was the lowest intensity.

Instruction. Figure 7 illustrates the profile of 321 respondents who classified their work as primarily instruction. Their greatest concerns were those expected from nonusers of an innovation: Awareness, Personal and Informational. Their lowest concern was with student consequences of TQS. It is not surprising to have low concerns about student impact when the group is not well aware of TQS, when they would like to learn more, and when they are concerned with the effect on their status and role. The high personal concerns may tend to override concerns relative to learning about TQS, causing potential resistance.

Maintenance. Figure 8 illustrates the profile of 10 respondents who classified their work as primarily maintenance. Their concerns intensity was quite high and not of a typical nonuser pattern. The higher intensities were at the Personal, Informational and Awareness Stages. Management and Collaborative Stages were also unusually high. Concerns of the effect of TQS on students were low.

This group was concerned with not being fully aware of TQS, wanting to learn more, but uncomfortable with the effect it will have on their status and the perceived time to organize themselves to accomplish the transformation.

Pupil Services. Figure 9 illustrates the profile of 31 respondents who classified their primary work as pupil services (i.e., speech\hearing, guidance and school psychology). Their profile reflected a nonuser set of concerns. As with the previous groups, the pattern of highest intensity of concerns was at the first three stages. A slight peak of intensity at the Collaborative Stage was evident. Concerns for the impact of TQS on students were the lowest intensity.

Transportation. Figure 10 illustrates the profile of 82 respondents who classified their primary work as transportation. That profile reflects a nonuser's pattern of concerns, with Awareness being the highest intensity,

followed by Personal and Informational. As appeared in previous profiles, the Student Consequences Stage was represented by the least concerns and the Collaborative Stage showed a small peak.

Group Comparisons. Figures 11a and 11b illustrate the profiles of administration with instructional staff and non-instructional staff. Previous profiles were superimposed on the same graph to enable comparison.

The profiles of instructional personnel in Figure 11a are very similar in pattern: high Awareness, Informational and Personal, with a peak at the Collaborative Stage. Student Consequences concerns are low. The obvious difference is in the higher intensity among administrators at the last three stages: Student Consequences, Collaborative and Refocusing.

The profiles of non-instructional staff in Figure 11b have a similar pattern of concerns: high Awareness, Informational and Personal Stages, with two modest exceptions. First, the administrators held high intensity of concerns for the Student Consequences and the Collaborative Stages. The Maintenance group has high intensity concerns for the Collaborative Stage. Second, all but the Administrators indicated low intensity of concerns for student consequences of TQS.

This comparison suggests that most all groups shared typical concerns of nonusers, with a tendency to have greater than expected concerns in the Personal Stage. Concerns for student impact was low except for administrators.

Primary Work Location Profiles.

All 588 school employees responded to a question asking for the location of their primary work. There were eight categories of location. The four with administrative or school focus were used: Central Office, Elementary Schools, Middle Schools and High Schools. All types of work are represented at the same location, i.e., administration, instruction and non-instruction.

Central Office. Figure 12 illustrates the profile of concerns for the 19 respondents from the central office staff. High intensity in the early stages of concerns were evident: Personal, Informational, Awareness. The slight peaking at the Personal Stage suggests learning about the transformation was less important than learning about how the transformation will affect self. A significant peak of concerns was noted for the Collaborative Stage.

Elementary School. Figure 13 illustrates the profile of concerns for the 183 respondents from the elementary schools. Their high concerns were of similar intensities and at the

early stages: Awareness, Informational and Personal. A slight peak at the Collaborative Stage suggests some concern for how the TQS transformation will be coordinated with others and what others are currently doing.

Middle School. Figure 14 illustrates the profile of concerns for the 67 respondents from the middle schools. Their pattern of concerns was very similar to the elementary schools pattern. They showed typical nonuser, early stages of concern for an innovation.

High School. Figure 15 illustrates the profile of concerns for the 181 high school respondents. Their pattern of concerns is very similar to the Elementary and the Middle Schools: early stages of nonuser's concern.

No profile comparisons among the locations were necessary, because of the clear similarities of concerns across locations. All locations exhibited a nonuser pattern of concerns toward TQS with the possible exception of the central office. Until the Personal factors are overcome, i.e., effect of TQS on self, who will make the decisions, necessary time and energy commitments, they may not be able to learn more details objectively.

CONCLUSIONS

Research on educational transformation permits us to make some assumptions about the implementation processes. Educational transformation is a process, not an event, and places personal demands on all individuals involved in the institution. Those demands include learning new ways of thinking and doing in the organization. The psychological dynamics affect how people interact with members of the organization, which arouse personal feelings and perceptions referred to as concerns. The type and intensity of those concerns influence the effectiveness of the implementation and the acceptance of the transformation effort. The present study assessed the implementation of an educational transformation, Total Quality Schooling, using a concerns-based evaluation model.

The general type and intensity of concerns found for the total district respondents were those of a nonuser of TQS. The respondents were aware of and had concerns about the nature of TQS. They were concerned about having more descriptive information, i.e., what TQS is, what it will do and what use it would involve. And there was evidence (more for Administration, Maintenance and Central Office than other groups) of high personal concerns, where orientation is toward self and the uncertainties of TQS. Specifically, status, reward and potential effects on the respondents were

of great concern. For all, but more for Administration, Maintenance and Clerical, there was a premature concern with the cooperation necessary for and the nature of others' involvement in TQS. A similar pattern was evident for the Central Office location group. Finally, all groups reported low or very low concerns for the consequences of TQS on students.

Implications.

The awareness of TQS, concern for what TQS is and what the use of TQS entails and the personal affects of TQS exemplify nonusers. This suggests that the district is in the early stages of the implementation cycle and as yet has many individuals somewhat ignorant of the TQS initiative. The high concerns with the effect of TQS on self have negative implications when, as in this case, concerns for the person aspects of TQS are equal to or more intense than the concerns for learning more about the initiative. Personal concerns tend to override concerns about learning more about the innovation and thus pose a problem of resistance until more individuals understand how TQS will influence their job and status. Administration, Maintenance and Central Office are candidates for this scenario.

Perhaps because Administration and Maintenance were introduced to TQS earlier than other job areas of the district, they have a better vision of the large task ahead. They perceive that their roles and status will be greatly affected by the principles of total quality...surely reason to have concerns. Specific support for this line of reasoning may come from the notably higher concerns for collaboration and cooperation among Administration and Maintenance. Although different in perspective, both of these groups rely heavily on collaboration and coordination for effectiveness of their work. TQS is designed to encourage a climate of open communication and cooperative efforts. Pause for reflection on past cooperative work efforts in the district, may offer causes for the inconsistent nonuser pattern of concerns towards collaborative demands of TQS.

The consistently low intensity of concerns for the consequences of TQS for students is noteworthy. The implication is that until the district clearly understands TQS, how it will affect them personally and what will happen with the relationships among themselves, their concern for the effect on students will continue to be low. Perhaps they are grappling with the Total Quality principle of internal customers. In clarifying who their immediate customers are and the nature of the roles, it is premature to expect them

to understand the affect of TQS on their most important customer.

In summary, implementation of TQS in Berea appears to be in the early stages. District personnel were at a stage that reflects concern common to nonusers. They were still not attending to TQS thoroughly, they wanted more substantive information, and they were preoccupied by self-orientations. The next shift in growth should be from personal to management concerns. The hypothetical individual might then say, "I know enough about TQS now, but I am concerned about how it will affect me, how will I find the time to learn and organize all of this, will I be able to manage this new effort and still meet my responsibilities?"

Recommendations.

1. The principles of total quality rely heavily on psychological theory. Cognitive psychology tells us the importance of success at concrete learning tasks prior to expecting success at abstract learning tasks. Furthermore, some research indicates staff development and implementation support should begin with more emphasis on the "how to do it" and delay concentrated presentations of theory for more experienced users (Hall and Pratt, 1984). Inservice should focus on the application of TQS so that individuals may see some examples of tangible success with TQS, rather than the more abstract principles, which were part of the introduction to TQS.

2. As part of the move to better applications, understanding who the customers are and how TQS relates to them is necessary.

3. To assuage the personal concerns, participation in TQS efforts should be voluntary.

4. Sensitivity to mutual adaptation may be most important, i.e., there is no one way to implement transformation. The participants must be given opportunities to interpret and apply TQS to the unique needs of their work unit, to their personal needs, and to their customers' needs.

5. The "cascade concept" of training, where a small pilot group gets intense, continuous guidance in TQS is an effective strategy. This group becomes the showcase and later, members may act as facilitators for other groups.

6. Finally, continued use of the Stages of Concerns instrument at annual junctures would model the total

quality principle of continuous assessment of progress.

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APPENDIX

Figures 1 -15.

Figure 1

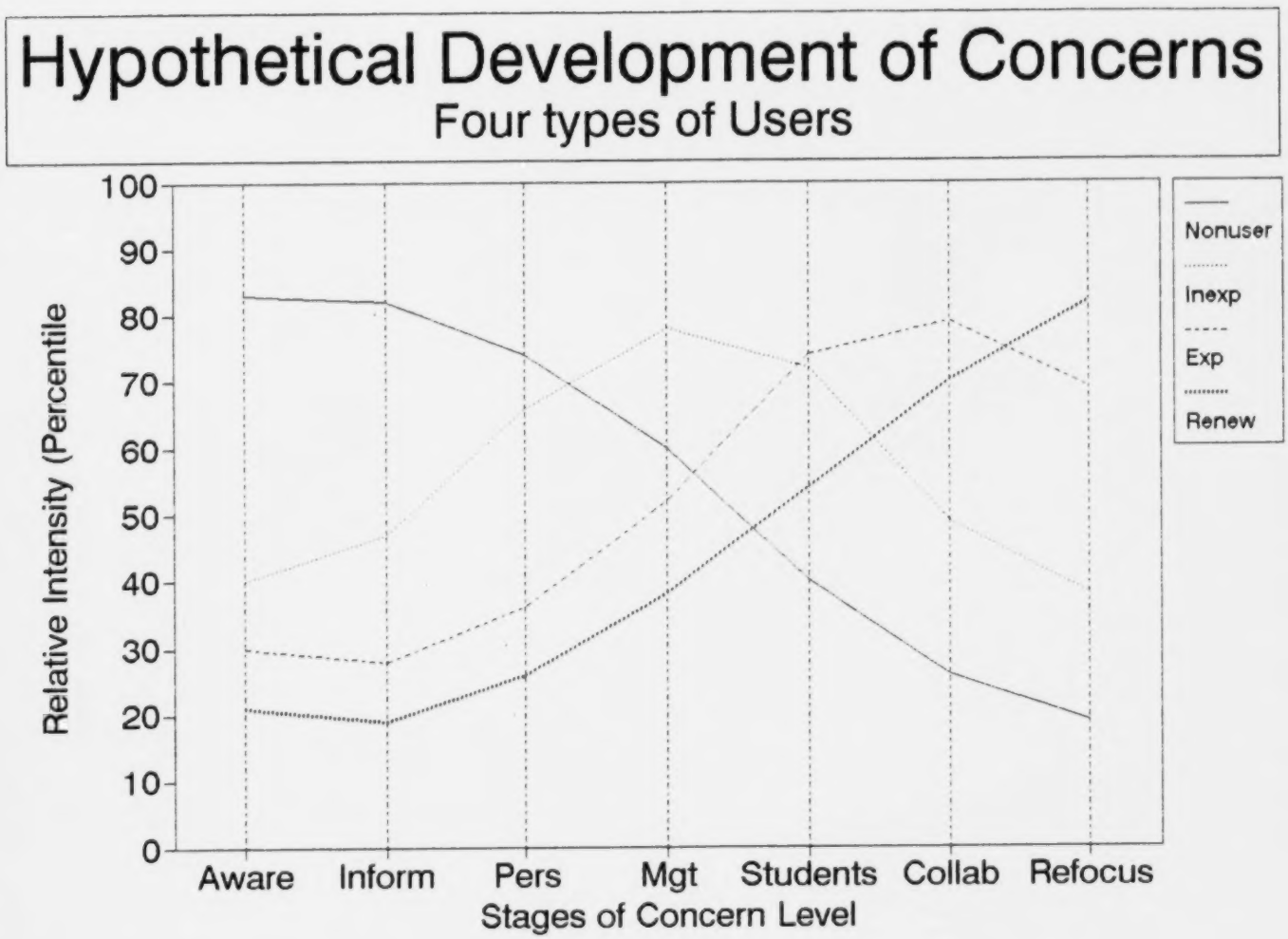

Hypothetical Development of Concerns
Four types of Users
Relative Intensity (Percentile
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
Nonuser
Inexp
Exp
Renew

Figure 2

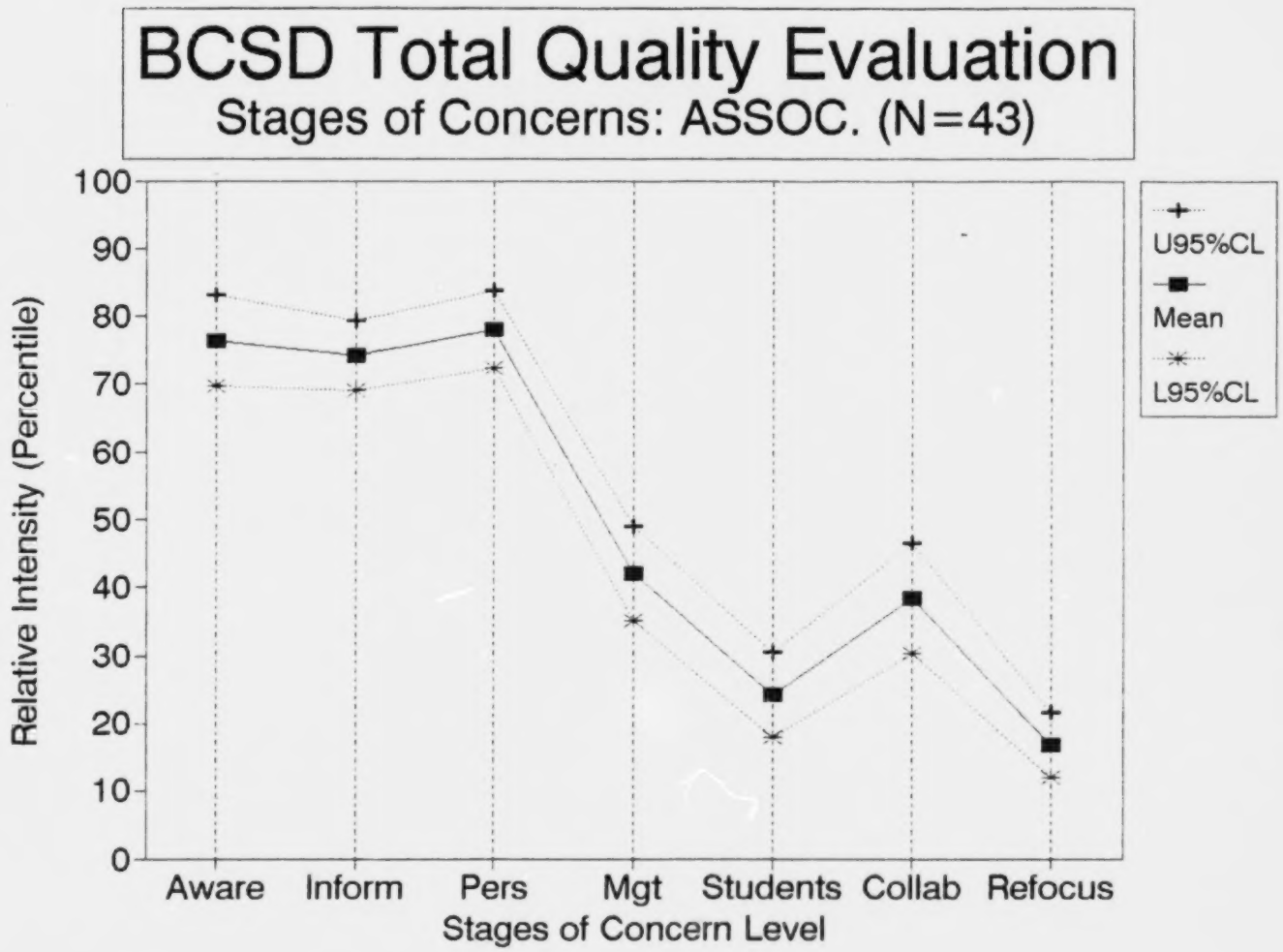

BCSD Total Quality Evaluation
Stages of Concerns: ASSOC. (N=43)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 3

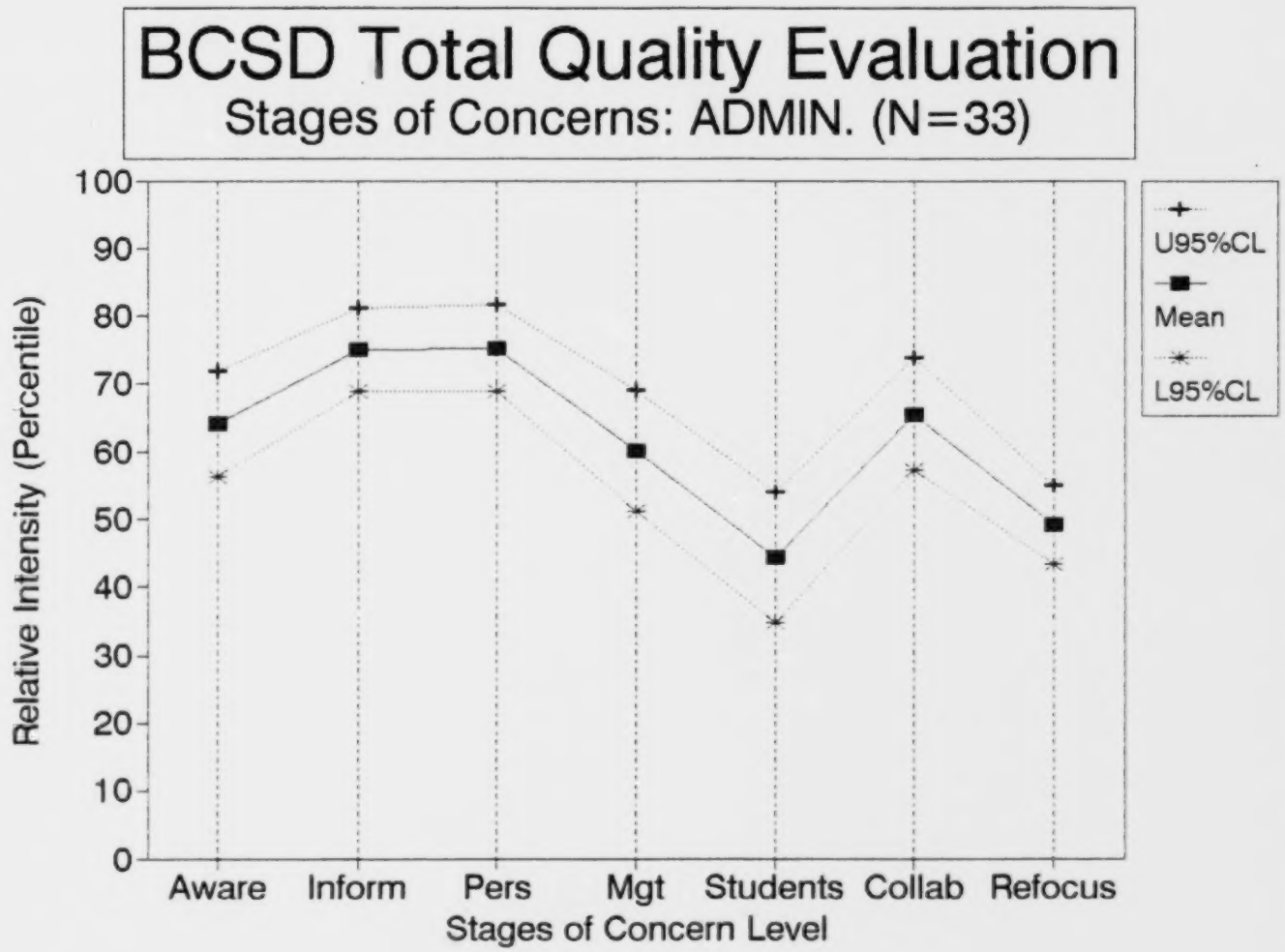

BCSD Total Quality Evaluation
Stages of Concerns: ADMIN. (N=33)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 4

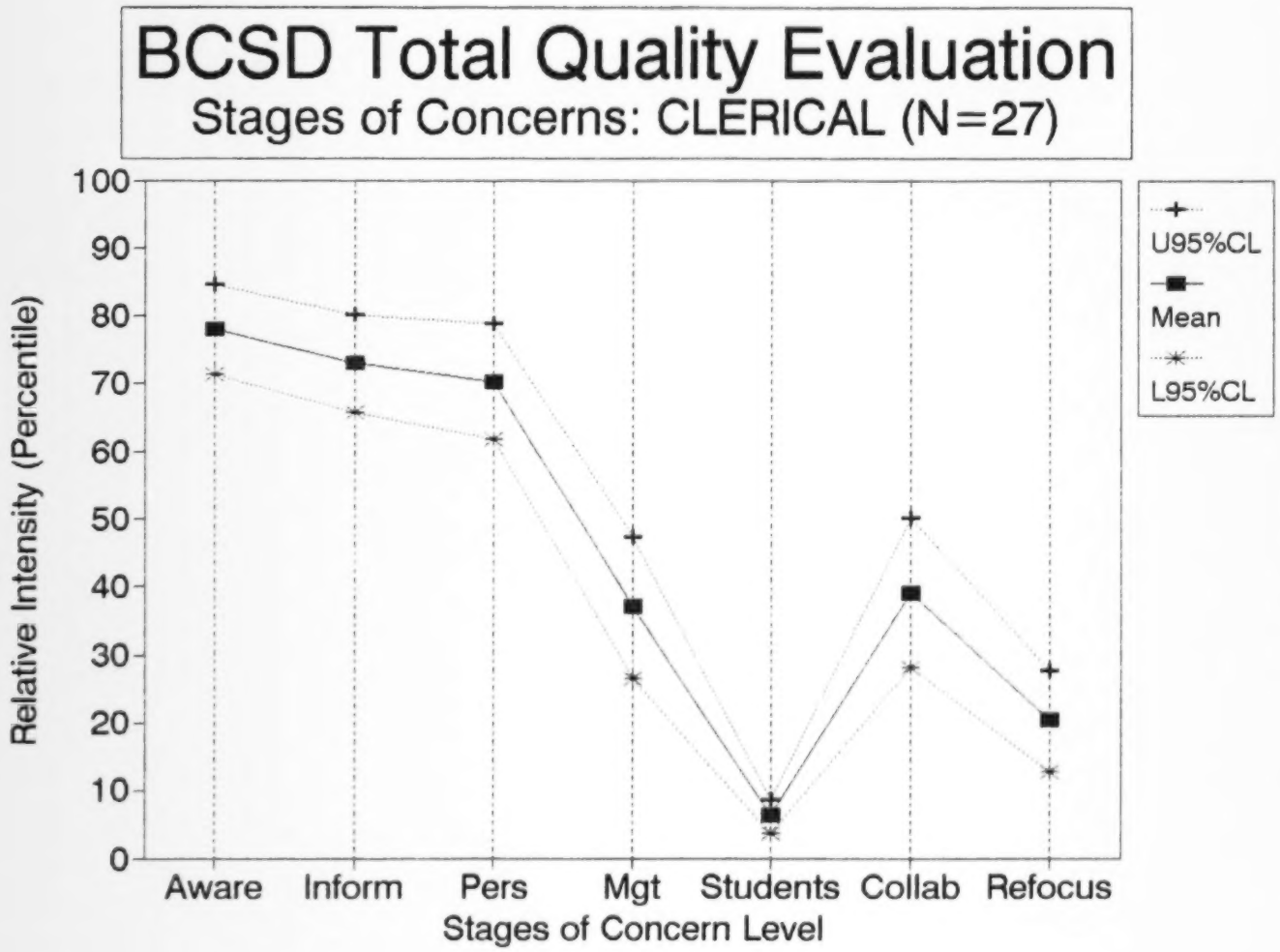

BCSD Total Quality Evaluation
Stages of Concerns: CLERICAL (N=27)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 5

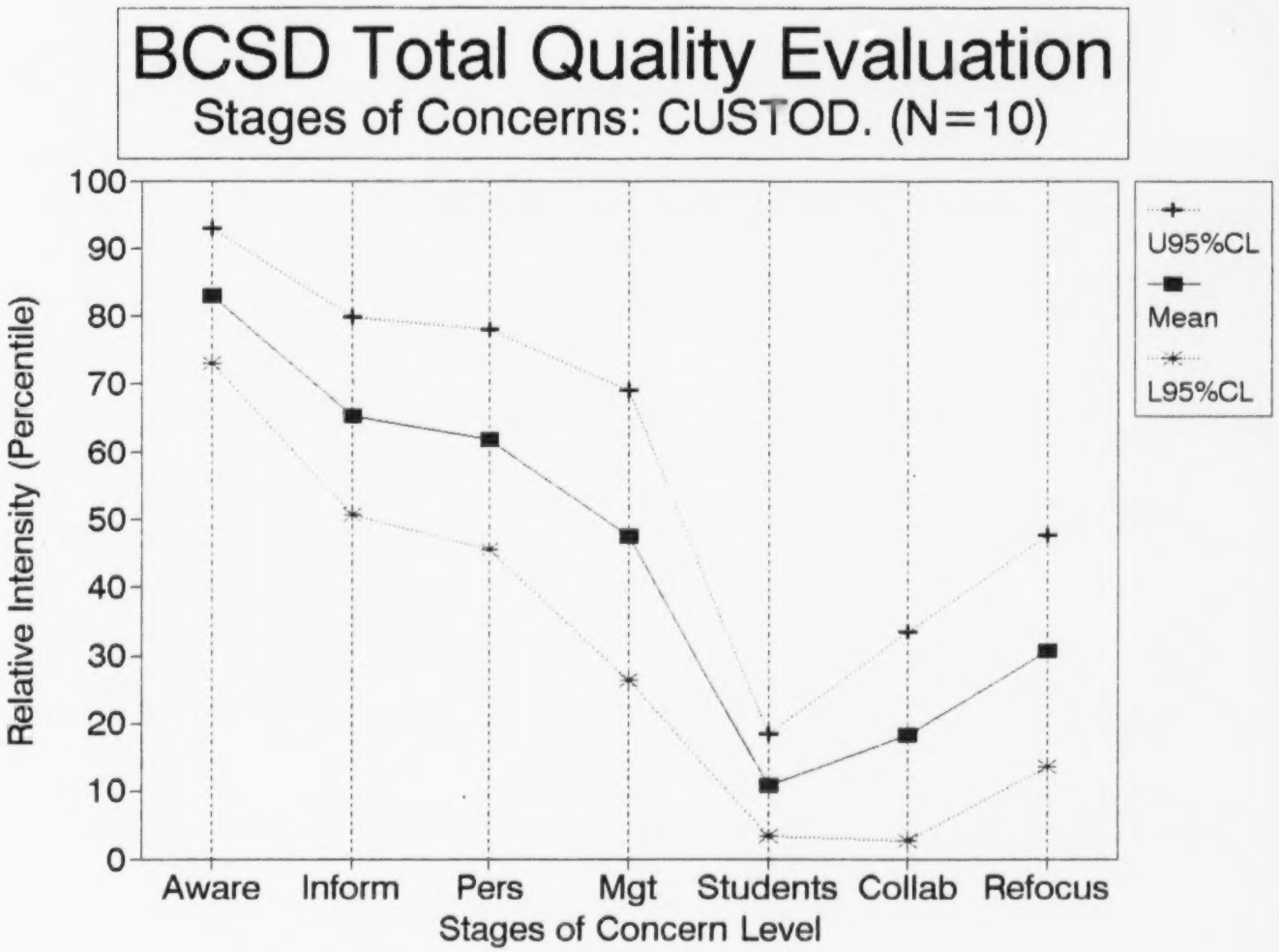

BCSD Total Quality Evaluation
Stages of Concerns: CUSTOD. (N=10)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 6

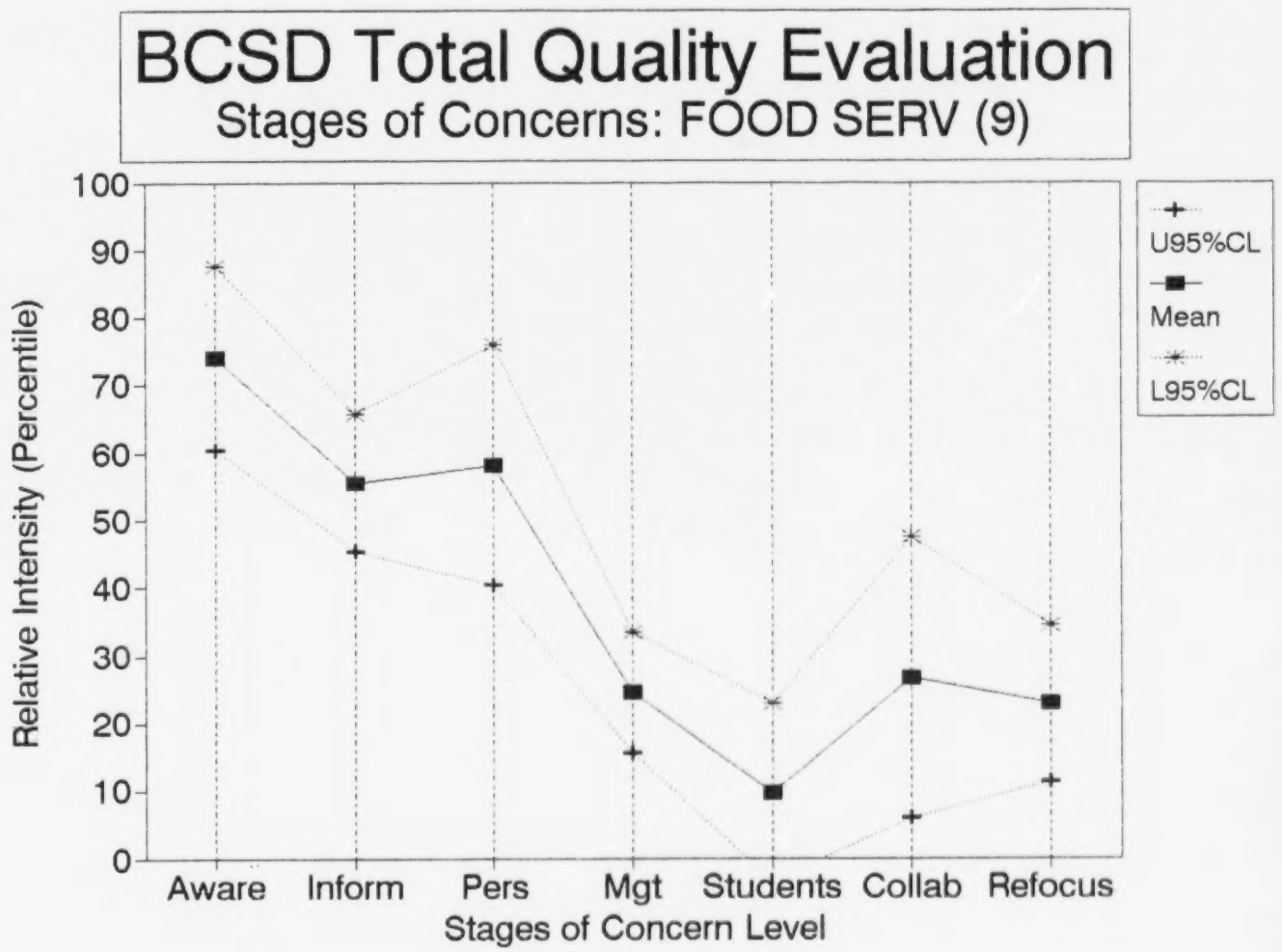

BCSD Total Quality Evaluation
Stages of Concerns: FOOD SERV (9)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 7

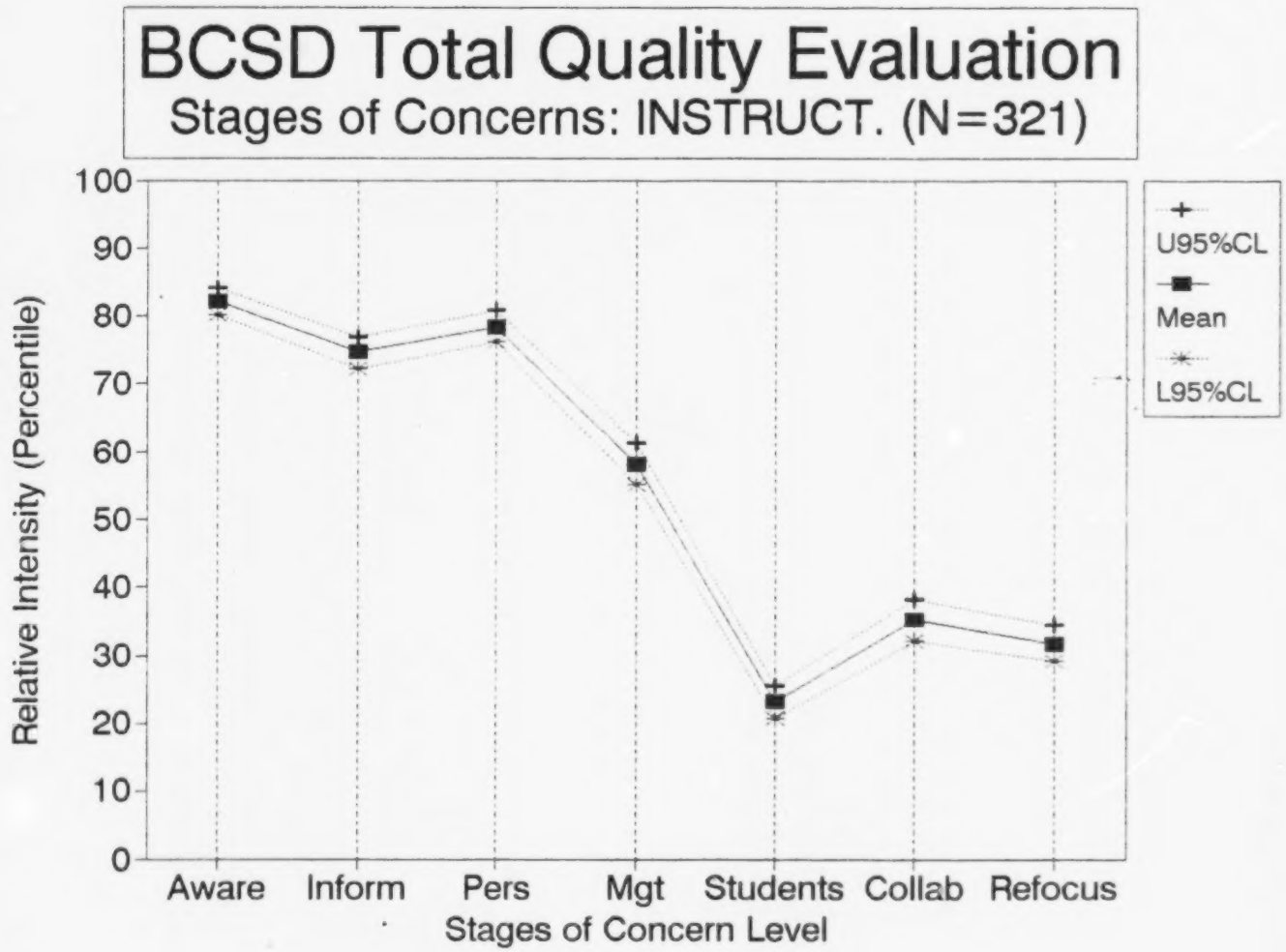

BCSD Total Quality Evaluation
Stages of Concerns: INSTRUCT. (N=321)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 8

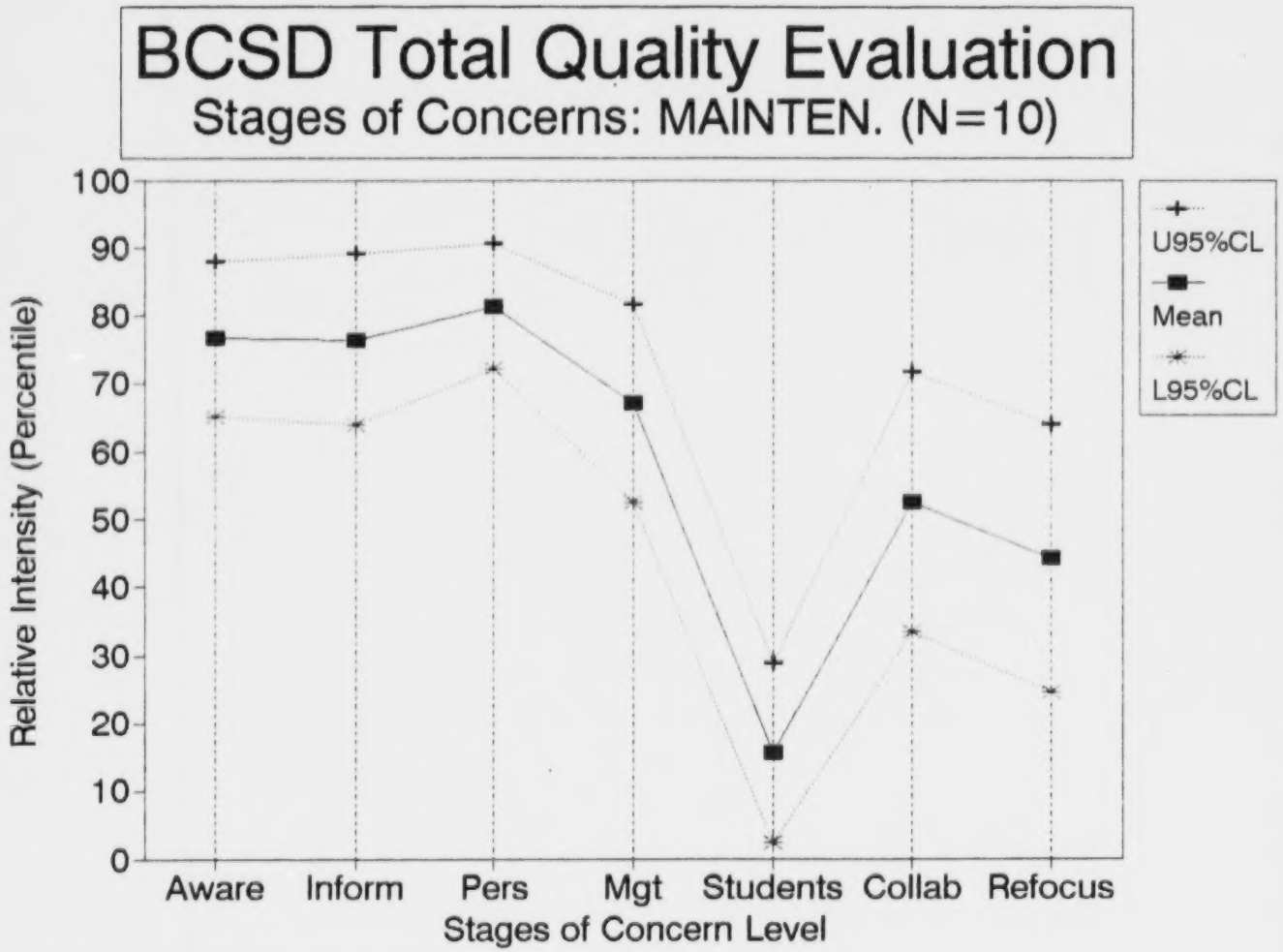

BCSD Total Quality Evaluation
Stages of Concerns: MAINTEN. (N=10)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 9

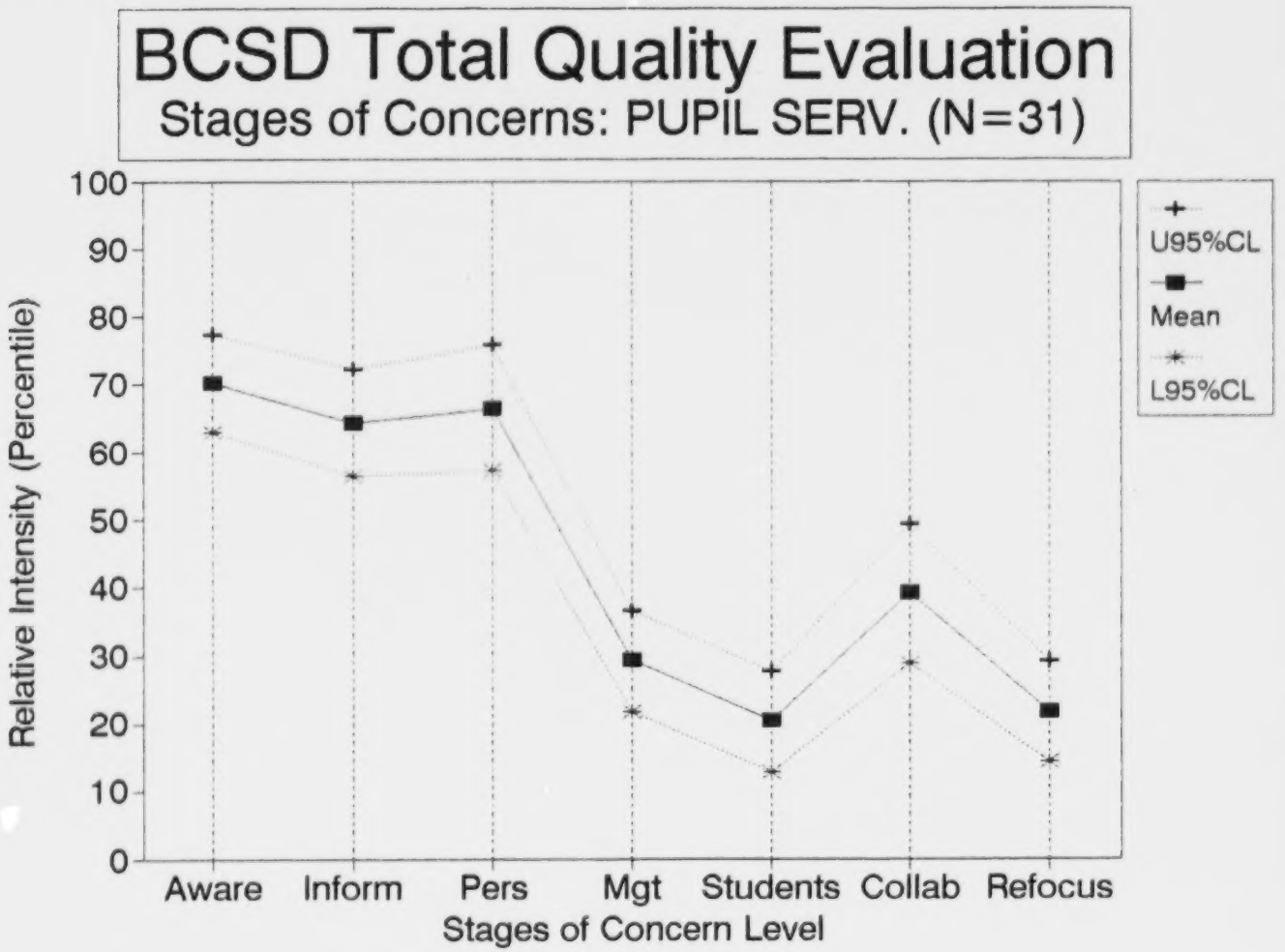

BCSD Total Quality Evaluation
Stages of Concerns: PUPIL SERV. (N=31)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 10

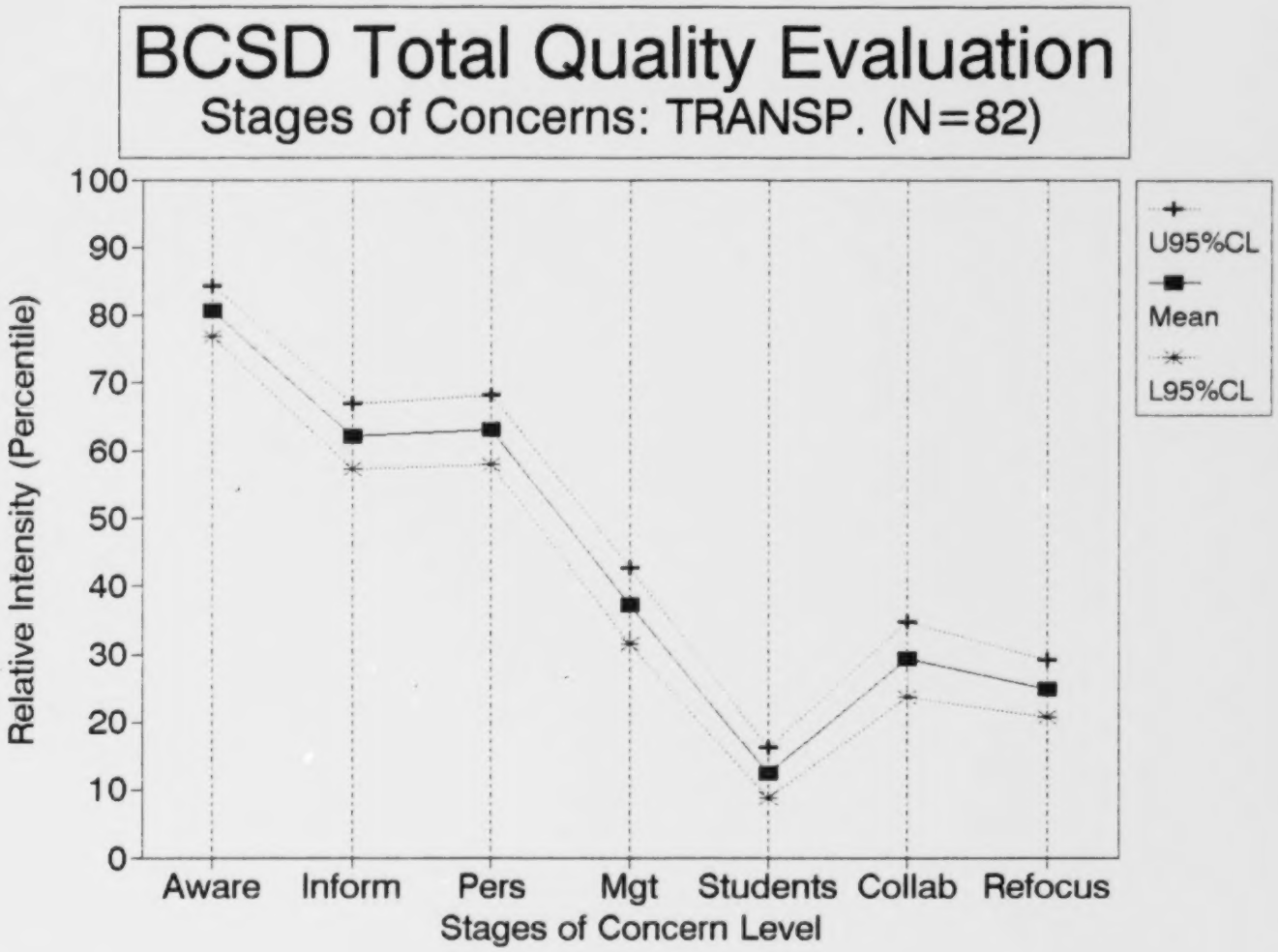

BCSD Total Quality Evaluation
Stages of Concerns: TRANSP. (N=82)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 11a

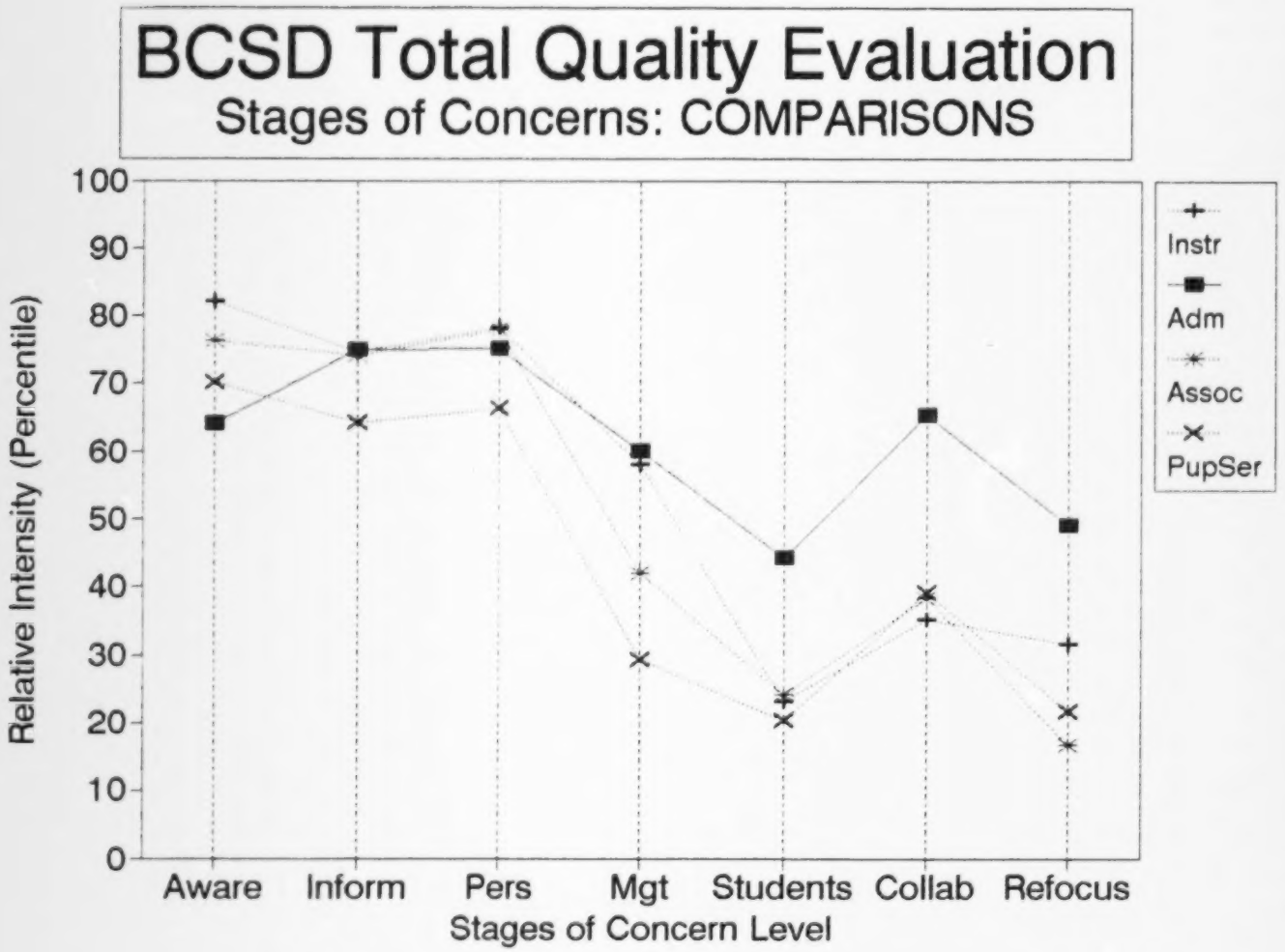

BCSD Total Quality Evaluation
Stages of Concerns: COMPARISONS
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
Instr
Adm
Assoc
PupSer

Figure 11b

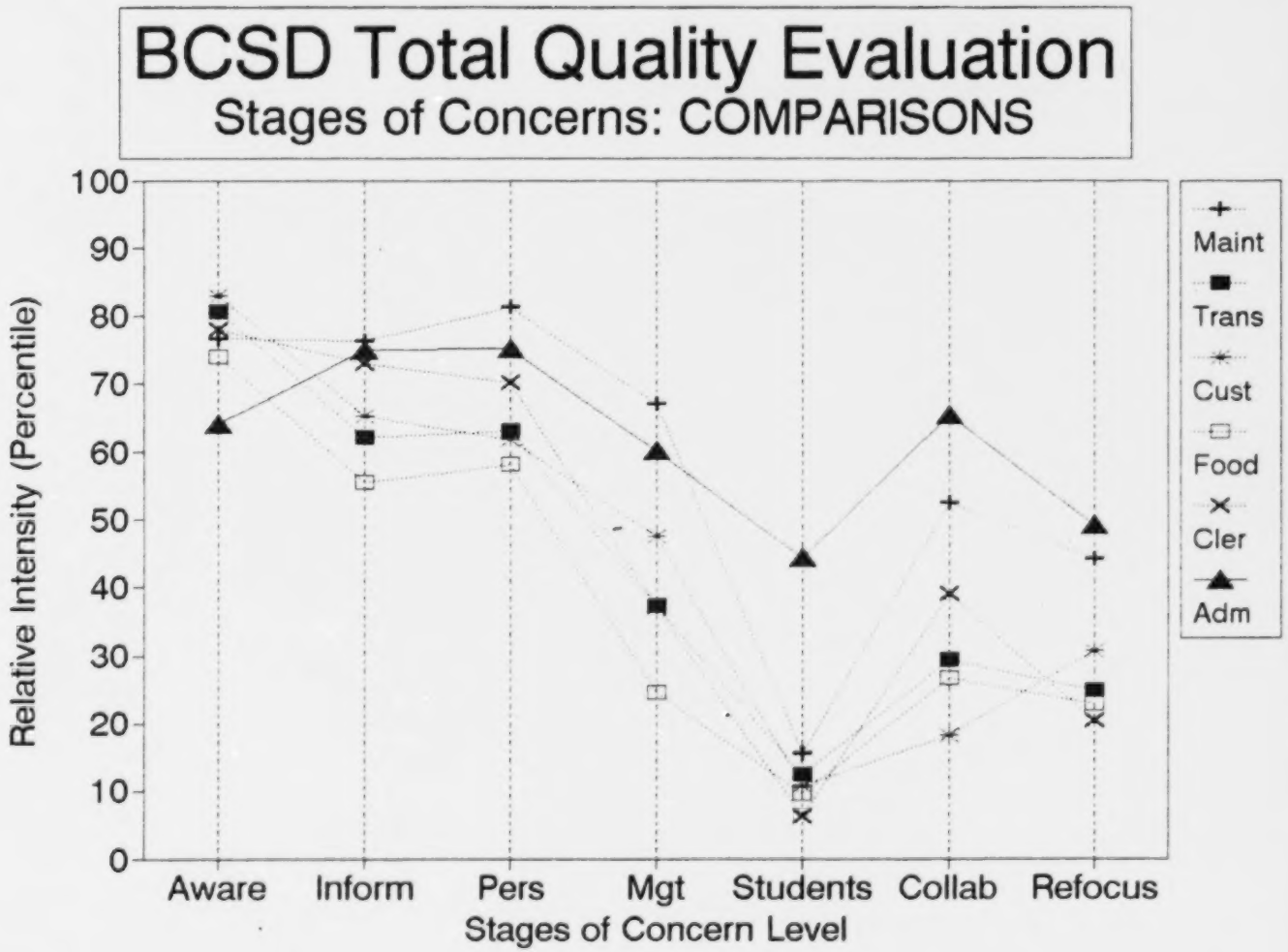

BCSD Total Quality Evaluation
Stages of Concerns: COMPARISONS
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
Maint
Trans
Cust
Food
Cler
Adm

Figure 12

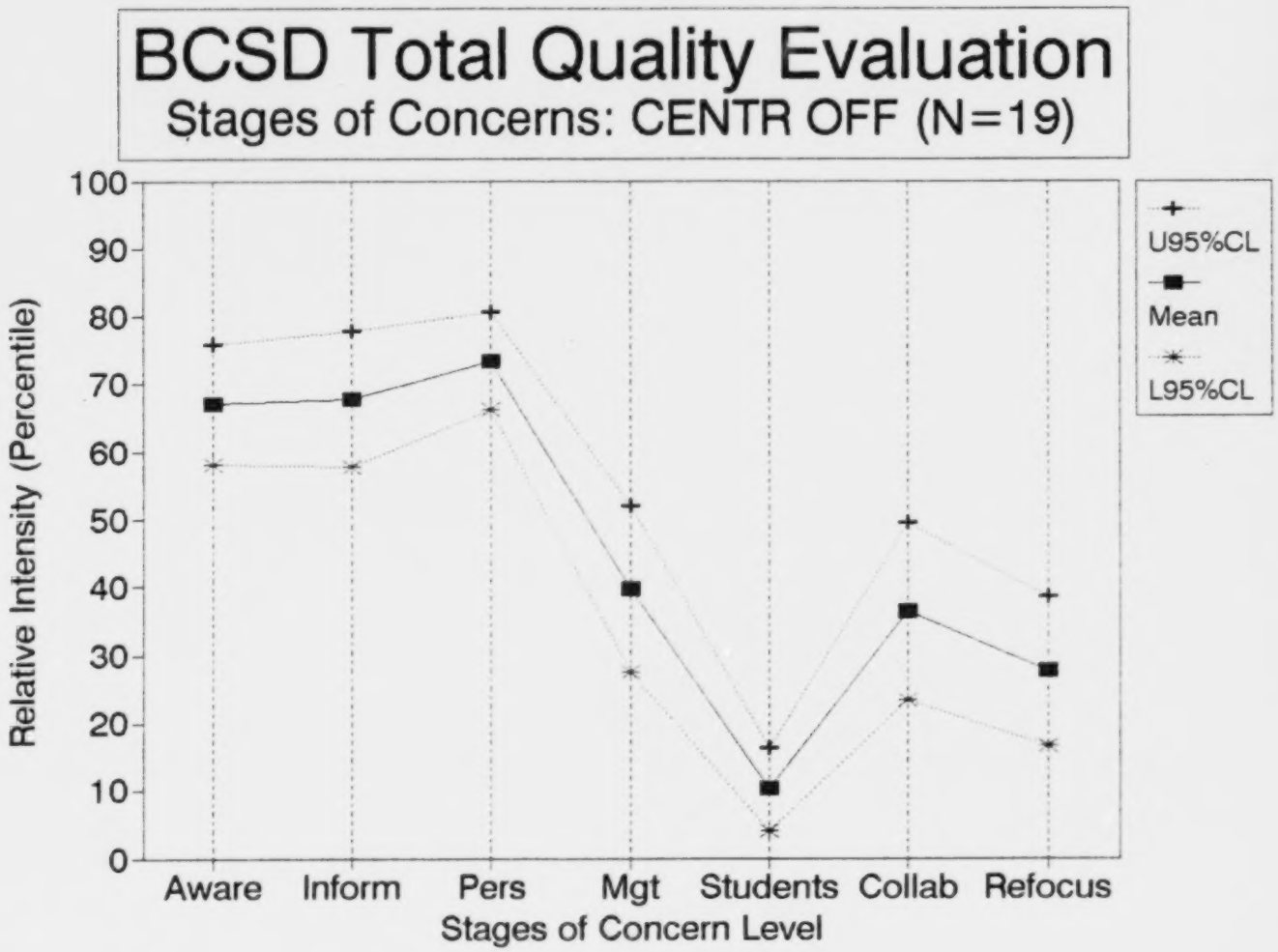

BCSD Total Quality Evaluation
Stages of Concerns: CENTR OFF (N=19)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 13

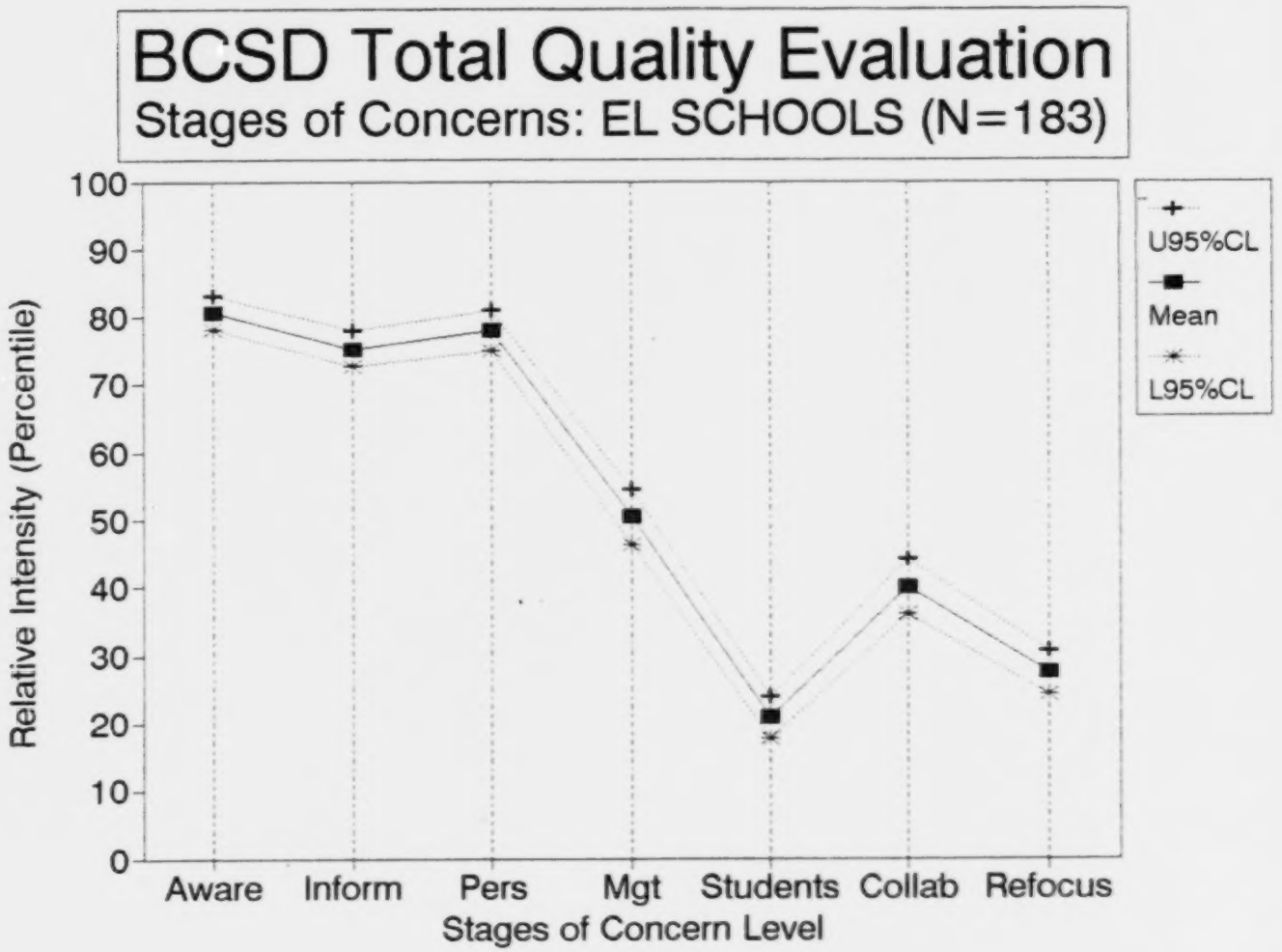

BCSD Total Quality Evaluation
Stages of Concerns: EL SCHOOLS (N=183)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 14

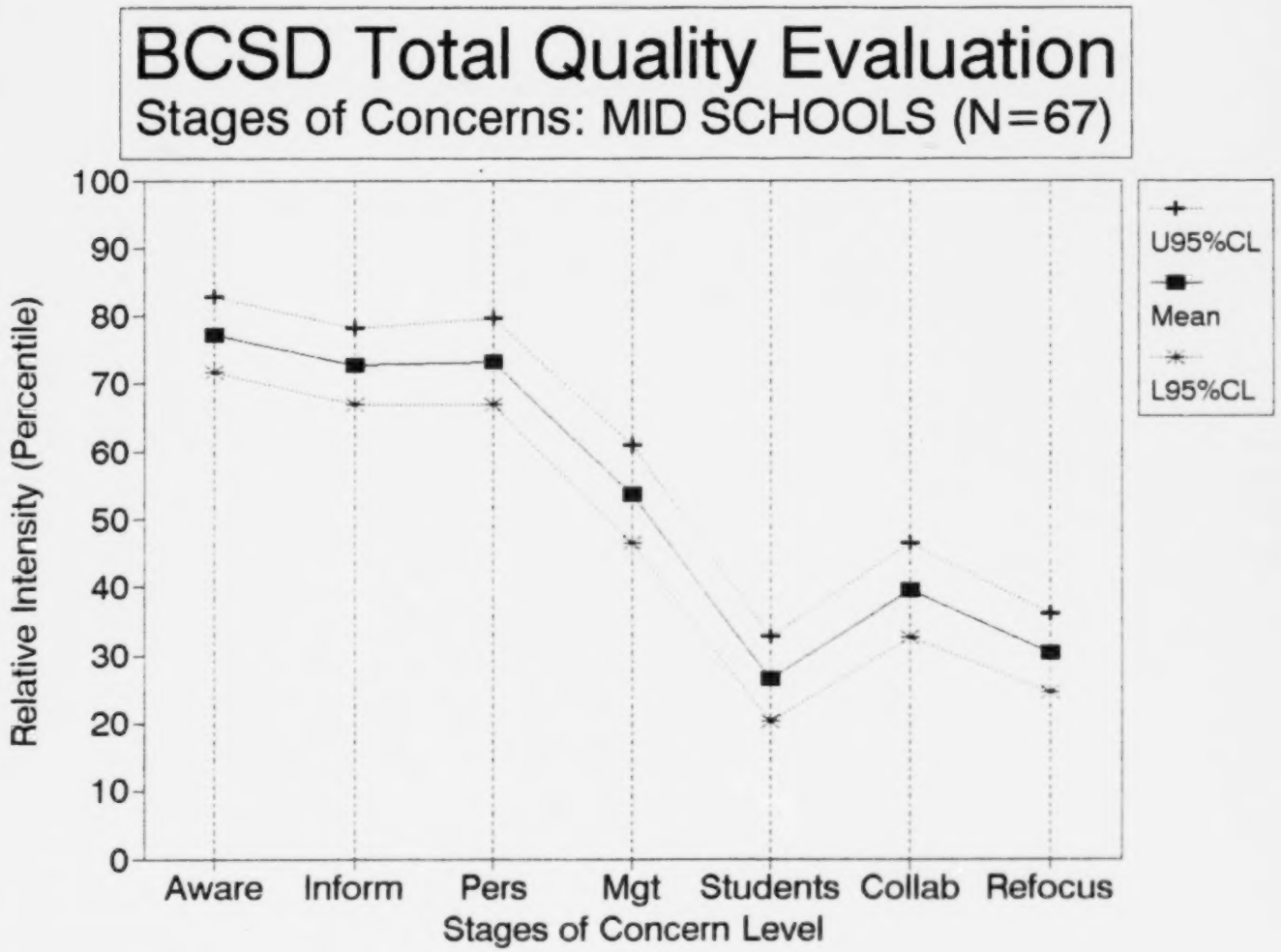
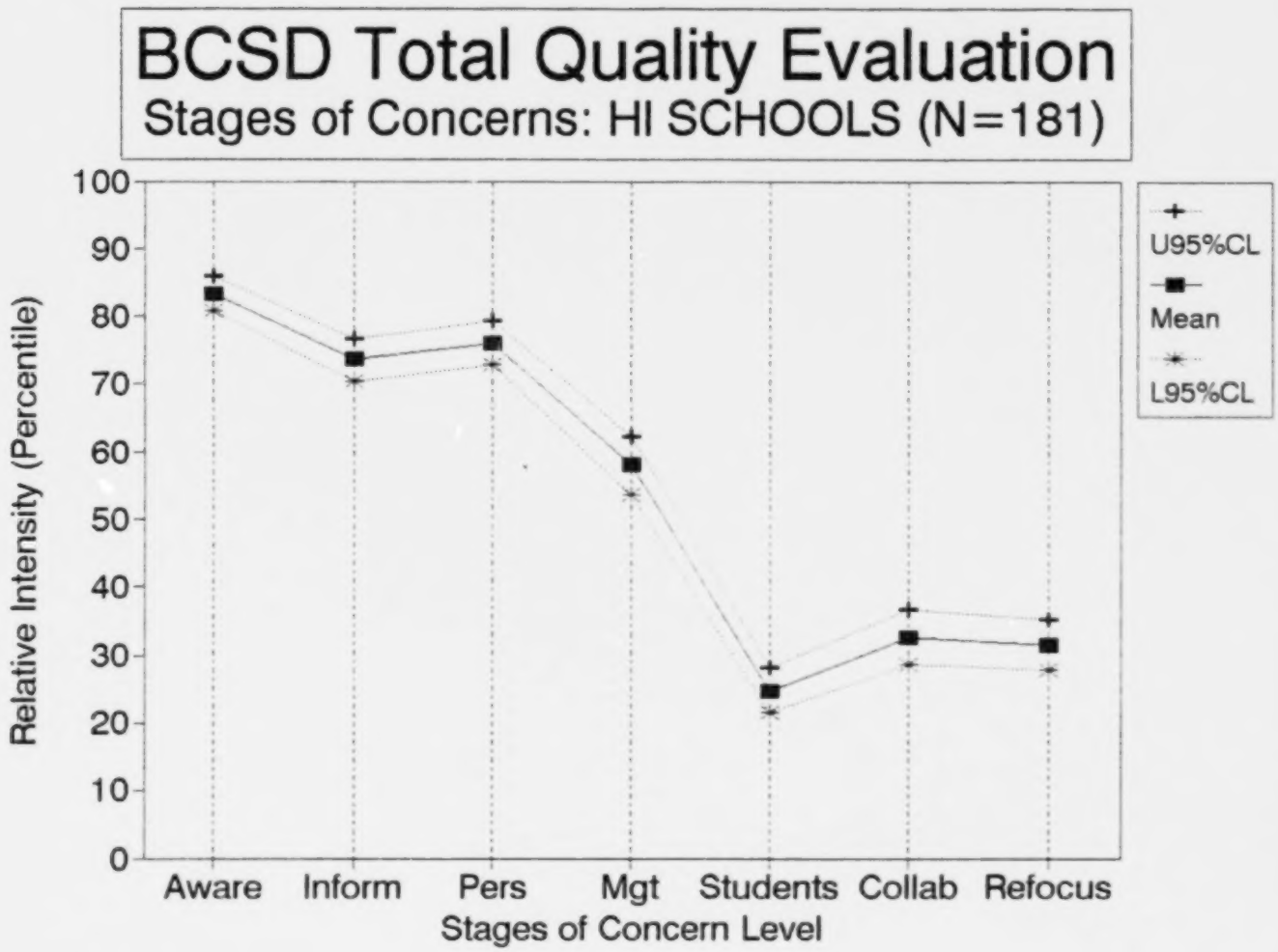

BCSD Total Quality Evaluation
Stages of Concerns: MID SCHOOLS (N=67)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL

Figure 15


BCSD Total Quality Evaluation
Stages of Concerns: HI SCHOOLS (N=181)
Relative Intensity (Percentile)
100
90
80
70
60
50
40
30
20
10
0
Aware
Inform
Pers
Mgt
Students
Collab
Refocus
Stages of Concern Level
U95%CL
Mean
L95%CL